DOCUMENT RESUME

ED 407 510 CE 073 909

TITLE	School-to-Work Opportunities for Native American Youth. Resource Bulletin.
INSTITUTION	National School-to-Work Opportunities Office, Washington, DC.
PUB DATE	Feb 96
NOTE	8p.
AVAILABLE FROM	National School-to-Work Office, 400 Virginia Avenue, S.W., Room 210, Washington, DC 20024; 800-251-7236; fax: 202-401-6211; World Wide Web: http://www.stw.ed.gov.
PUB TYPE	Information Analyses (070)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*American Indians; Cultural Background; *Education Work Relationship; Educational Resources; *Educational Strategies; High Schools; Parent School Relationship; *Program Development; School Business Relationship
IDENTIFIERS	*Native Americans

ABSTRACT

Native American youth have a rich cultural heritage and traditions, but they also face such challenges as cultural alienation, geographic isolation, and unemployment. Schools must integrate these strengths and problems to provide an education that prepares Native American youth for success in careers and in life. School-to-work provides an opportunity to develop such a system. Several strategies that have succeeded, as shown by research and experience in school-to-work systems for Native American youth, include the following: (1) widespread, active partnerships; (2) innovative work-based learning; (3) innovative school-based learning; (4) career awareness and counseling; (5) professional staff development; (6) support services; (7) links to postsecondary education and training programs; and (8) use of technology. (This report contains 20 resources, including individuals, organizations, journals, and publications.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 407 510

SCHOOL TO WORK OPPORTUNITIES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

★RESOURCE BULLETIN

FEBRUARY 1996

School-to-Work Opportunities For Native American Youth

Educators of Native American youth have a rich cultural heritage and traditions to draw upon when developing school-to-work systems. Native American traditions emphasize an integrated, holistic approach to knowledge and its application, celebrate cultural diversity among tribes, and draw upon the experiences of elders and others in the community as resources in the learning process. But educators must also address the challenges that face many Native American youth, such as cultural alienation and the geographic isolation and lack of employment typical of extremely rural communities. As a result, schools must integrate these two realities--a strong heritage and complex modern problems--to provide an education that prepares Native American youth for success in careers and life.

School-to-work provides an opportunity to build on existing strengths and create a coordinated, effective system linking education reform, economic development, and workforce development policies. The education reform aspect of school-to-work transition is clear: the focus of school-to-work is on school, business, and community partnerships; academic and occupational integration; the integration of school- and work-based learning; lifelong learning; and connections to postsecondary education and training. Successful systems build on and connect existing programs such as tech prep education, school-based eb b nterprises, youth apprenticeships, and job training initiatives.

School-to-work also offers a framework through which a community can link educational policies with economic development and workforce development strategies. School-to-work engages employers and makes them and other community members part of the partnership responsible for educating young people. School-to-work systems help prepare Native American youth to take high-level positions within tribal organizations, and equip young people with the skills to become entrepreneurs and develop small businesses. In addition, communities with well-prepared youth who have gone through school-to-work systems may be able to attract industries to move into tribal locations.

This resource bulletin presents strategies based on research and the experiences of practitioners as they have developed school-to-work systems for Native American youth. At the end of the bulletin is a listing of organizations and publications that can provide further information and assistance on school-to-work and workforce preparation programs for Native American youth.

CE073909

Strategies

Widespread, Active Partnerships. School-to-work initiatives entail systemic change--changes

BEST COPY AVAILABLE

National School-to-Work Office ★ 400 Virginia Ave., SW, Rm. 210, Washington, DC 20024 ★ (800)251-7236, fax (202)401-6211

in the way organizations relate to each other and changes in the way youth are served. School-to-work serves as a framework to coordinate policies and programs across traditionally separate institutions in order to develop effective, community-based systems centered on youth. School-to-work systems must include relevant partners across all sectors, including tribal organizations, other employers, representatives of Bureau of Indian Affairs-funded schools and local postsecondary educational institutions, local educators (including teachers, counselors, and administrators), students, parents/guardians, and individuals representing labor organizations or nonmanagerial employees. To develop a truly cooperative, active partnership, these entities should be involved in all aspects of the school-to-work system, including development, design, implementation, and self-evaluation. For example, the Lac Courte Oreilles Tribal Governing Board in Hayward, Wisconsin, has established a coordination committee to ensure local control and ownership of its school-to-work initiative. The committee, which consists of representatives from reservation government agencies, elementary and high schools, postsecondary institutions, and local businesses, meets each month to outline goals and objectives for the program and its participants.

School-to-work can be used as a catalyst to develop funding from a variety of sources both within the traditional education system--such as Dropout Prevention or Star School grants--and from other agencies, such as the U.S. Departments of the Interior, Housing and Urban Development, and Agriculture. In addition, school-to-work grants serve as venture capital to leverage additional resources, from the private sector as well as public funds. One of the strengths of the Chief Leschi School-to-Career system, operated by the Puyallup Tribe in Washington State, is its ability to engage a variety of organizations in the education of Native American youth, including tribal, city, county, and state agencies as well as private agencies, the local private industry council, and individual businesses. In addition to strengthening the learning opportunities available to youth, this involvement has allowed the Chief Leschi system to benefit from a variety of funding sources, including private, local, and federal government funds.

Innovative Work-Based Learning. Many Native American communities are spread out over large rural areas, with little or no industry offering youth high-skill, high-wage careers. At the same time, many Native American cultures stress the need for youth to stay and contribute to their communities. Practitioners are therefore faced with the need to develop innovative alternatives to work-based learning.

One set of strategies includes working with employers, both those currently in the community and from the larger labor market. Many schools work with tribal organizations, which are often the largest employers in the community, to help ensure that Native American youth are prepared for the responsibilities of high-level positions. Schools involve employers from the community through a range of enriching cooperative ventures, such as mentorship, job training, curriculum development, teacher-industry exchanges, development of assessment instruments, skill standards and certification development, internships, and apprenticeships. As these efforts are successful, program administrators may develop more sophisticated links to a tribe's economic and workforce development plans, and attract new industries into the area.

Some schools with a limited employer base offer school-based enterprises, computer simulations, or learning plans for students who work within the school system. Within the school-based curricula, program administrators and teachers help prepare students by focusing on all aspects of an industry within targeted career pathways and integrating real-world experiences into the classroom environment. For example, schools offer classes and simulations that develop entrepreneurial skills such as how to conduct a community needs assessment, operate a small business, evaluate existing resources, and write proposals to solicit funds. Tohono O'odham High School in Sells, Arizona, illustrates such strategies with its student-

National School-to-Work Office ★ 400 Virginia Ave., SW, Rm. 210, Washington, DC 20024 ★ (800)251-7236, fax (202)401-6211

operated concession store. A class of eight students performs all functions of managing the store, including accounting, pricing, advertising, purchasing, market researching, hiring employees, and overall management. The success of the program has led to the possibility of building an off-site concession store closer to the neighboring highway to expand the learning opportunities available to students.

Innovative School-based Learning. School-to-work is based on the integration of academic and occupational learning, which encourages regular interaction between classroom teachers, employers, and workers in developing curricula and learning opportunities. Some school-to-work systems serving Native American youth, such as the Lac Courte Oreilles Tribal Governing Board, have hired a curriculum consultant to help teachers develop classroom lessons that are directly linked to work-based learning.

In addition, school-to-work systems in any community should reflect an appreciation of and responsiveness to differences in culture and learning styles. Acknowledging students' culture and beliefs in curricula or other aspects of school helps to avoid the development of a poor self-image, insecurity, cultural discontinuity, and feelings of alienation, which may lead to the withdrawal of a young person from school.

Career Awareness and Counseling. Career awareness is a critical piece of school-to-work systems serving Native American youth. Many lack exposure to careers or targeted labor market information, especially those who have grown up in extremely rural communities. Counselors can fill this gap with a continuum of activities, including career awareness, individualized assessment, career exploration, job placement, and follow-up support. Career guidance and counseling systems help students know what careers are available, where they are located, and what level of education and skills are required for these jobs. The Riverside Indian School Partnership in Careers, operated by the Delaware Tribe of Western Oklahoma, has hired a career counselor to generate student and faculty interest in career development. The Riverside Partnership has also developed a Career Center, which has enabled the career counselor to coordinate career development activities more effectively from a centralized location.

Developmentally appropriate career awareness and counseling activities can begin as early as kindergarten, and last until a young person's first job and beyond. The Alamo Navajo School Board, Inc. in Magdalena, New Mexico, offers a continuum of structured career development activities including a nine-week career exploration class in middle school. This early exposure to potential career options has been reinforced by the incorporation of a career information component into each teacher's curriculum.

Professional Development. Staff development and stakeholder education is essential to equip all the partners for making the most effective use of school-to-work opportunities. Some schools develop inservice training programs for teachers, counselors, and administrators; send teachers on industry internships; provide release time for teachers to develop new curricula; or lower student/counselor ratios to ensure that each student has an individualized education and career plan. The San Juan School-to-Work Partnership in Blanding, Utah, has established a faculty assistance center to help teachers and other staff find resources and develop curricula and materials which emphasize the integration between academic and occupational learning.

Just as staff development supports education professionals, stakeholder education and system marketing helps other partners in the school-to-work process. School-to-work coordinators offer training to workers in how to serve as a mentor to students; presentations at community meetings to help parents and

National School-to-Work Office ★ 400 Virginia Ave., SW, Rm. 210, Washington, DC 20024 ★ (800)251-7236, fax (202)401-6211

tribal leaders understand school-to-work; and workshops for other agency partners to discuss how school-to-work systems can interact with their institution.

Support Services. School-to-work systems, with their new relationships among agencies, provide a framework to help ensure that the individual needs of each student are met. Some require support services such as child care, transportation assistance, substance abuse counseling, tutorial services, family counseling, and follow-up support in their postsecondary or job placements. Providing support can be as basic as a counselor helping a student fill out forms or a school offering driver's education classes, or as extensive as a community-wide collaborative of social service and youth-serving agencies working with schools to streamline services and meet youth needs. For example, the Yakama Tribal School-to-Work Partnership, located in the extremely rural area of Toppenish, Washington, responded to a barrier in their system by developing a driver's education course to provide students with a way to get to and from their worksites.

Links To Postsecondary Education and Training Programs. Although Native American student enrollment in institutions of higher education has been slowly increasing, linking school-to-work programs directly to postsecondary education and training initiatives can further ensure that students have access to and are equipped to be successful in education after high school. Members of the partnership assist students in linkages, and take students on visits to campuses (including tribal colleges, universities, vocational schools, and community colleges), help them identify schools and fill out applications, award postsecondary credit for high school courses, and establish articulation and training agreements with postsecondary institutions. Partnering postsecondary institutions are also excellent sources of effective practice information, technical assistance, curriculum development, and other resources. Many school-to-work systems serving Native American youth, including the Yakama Tribal School-to-Work Partnership, the Alamo Navajo School Board, Inc., and the San Juan School-to-Work Partnership have developed articulation agreements to ensure seamless transition between secondary schools and technical, two-year, and four-year colleges. These postsecondary institutions not only work directly with students, but also provide technical assistance to schools in areas such as curriculum development and integrating academic and occupational learning.

Utilize Technology. Technology offers unique applied learning opportunities for students in many career pathways. Specialized computer software can simulate work-based learning experiences not available in rural areas. For example, through the use of innovative software packages, students studying within a manufacturing technology cluster can demonstrate competencies and skills with Computer Aided Design/Manufacturing (CAD/CAM) application packages, designing new manufacturing models for replication and commercial use.

Distance learning technology, such as computer networking and video teleconferencing, can connect educators in rural areas to challenging school-based learning opportunities at other educational institutions. The San Juan School-to-Work Partnership has created origination studios at the College of Eastern Utah which enable the college to transmit audio, video, and graphics to remote sites. This has allowed a wide range of students at a variety of locations to be taught by teachers in a centralized location. In particular, the Albert R. Lyman Middle School in Blanding, Utah, utilizes a variety of multimedia equipment, including digital video/audio equipment, CD-ROM, and Laser Disc. At Lyman, each student is provided with a personal computer while in class, allowing instructors to employ more hands-on learning methods and teach to multiple classrooms at the same time.

FOR MORE INFORMATION ABOUT THIS TOPIC, CONSULT THE FOLLOWING SITES, ORGANIZATIONS, JOURNALS , AND PUBLICATIONS:

For further information on the effective practice sites listed in this bulletin, please contact the following individuals:

Alamo Navajo School Board, Inc.: Gail Campbell, Federal Programs Coordinator, P.O. Box 907, Magdalena, NM 87825 ★ 505-854-2635

Chief Leschi School-to-Career System, Puyallup Tribe of Indians: Don Renwick, Project Director, 5625 52nd Street East, Puyallup, WA 98371 ★ 206-474-3166

Lac Courte Oreilles Tribal Governing Board: Don Wieson/Bertha Lieb, Route 2, Box 2800, Hayward, WI 54843 ★ 715-634-1442

Riverside Indian School Partnership in Careers, Delaware Tribe of Western Oklahoma: Bernard Kahrahrah, Project Coordinator, P.O. Box 825, Anadarko, OK 73005 ★ 405-247-2448

San Juan School-to-Work Partnership: Kristine Spackman, College of Eastern Utah, 639 West 100 South, Blanding, San Juan County, UT 84511 ★ 801-678-2201 x169

Tohono O'odham High School: Karen Dawson, Principal, HC 02 Box 513, Sells, AZ 85634 ★ 520-362-2400

Yakama Tribal School-to-Work Partnership: Jim Smith, Yakama Tribal School, School-to-Work Project, P.O. Box 151, Toppenish, WA 98948 ★ 509-865-5121 x537.

Organizations

The following resources provide further information and assistance on school-to-work and workforce preparation programs for Native American youth:

The Appalachia Educational Laboratory, Inc. (AEL) serves as an information center designed to link national, regional, state, and local educators and researchers. AEL houses the **ERIC Clearinghouse on Rural Education and Small Schools (CRESS)**, which contains information on all aspects of education and training in these areas. CRESS is responsible for documenting resources pertaining to American Indian and Alaska Native education and educational services. P.O. Box 1348, Charleston, WV 25325 ★ 800-624-9120; 304-347-0400 ★ lanhamb@ael.org ★ http://www.ael.org.

Carson Consulting, Inc. (CCI) is a consulting service for vocational technical assistance, educational grant writing, educational software development, and staff inservice for programs serving Native American youth. CCI has also secured grant monies and provided assistance in program development and evaluation for Native American vocational and school-to-work programs. P.O. Box 3338, Pinetop, AZ 85935 ★ 520-367-2600.

The Consortia of Administrators for Native American Rehabilitation (CANAR) serves as a vehicle for collaboration between administrators of human services projects (i.e., school-to-work, vocational rehabilitation, special education) serving Native American persons. CANAR's purpose is to advance and improve services by providing a forum for administrators to study, deliberate, and act upon matters affecting Native American persons with the ultimate goal of expanding quality services. In addition, CANAR serves as a clearinghouse for

information on a variety of human services. Contact: Manuel Treviño, University of Northern Colorado, Greeley, CO 80639 ★ 970-351-6956 ★ mtrevin@bentley.univnorthco.edu.

The Indian and Native American Employment and Training Coalition is an informal information network which links over 200 Indian tribes, Alaska Native organizations, and community-based Indian groups serving off-reservation areas that provide employment and training services to Native American people across the United States. Many of these organizations provide special services to in-school and out-of-school youth. Contact: Norm DeWeaver, 1000 Wisconsin Avenue NW, Washington, DC 20007 ★ 202-342-0594 ★ norm.deweaver@doleta.sprint.com.

The National Indian Education Association serves to support traditional Native American cultures and values, to enable Native American learners to be contributing members of their communities, to promote Native American control of educational institutions, and to improve educational opportunities and resources for American Indians and Alaska Natives throughout the United States. 121 Oronoco Street, Alexandria, VA 22314 ★ 703-838-2870.

The National Indian Policy Center (NIPC) of the George Washington University undertakes to provide policy-related information to tribal and other governments that is not otherwise readily available to them, such as data or information that is current and that would prospectively contribute to policy formulation. It does so principally through weekly notices that are sent to tribal governments and American Indian and Alaska Native organizations. NIPC also maintains a site providing Indian data and information. NIPC has sponsored forums on policy issues and has commissioned and published research on a range of topics, and anticipates continuing to do so. 2021 K Street NW, Suite 211, Washington, DC 20006 ★ 202-973-7667 ★ nipc@gwis.circ.gwu.edu.

The Northwest Regional Educational Laboratory's (NWREL) Education and Work Program supports public and private agencies concerned with the quality of the Northwest workforce and the preparation of students for a competitive economic environment. NWREL's work focuses on designing career development programs, using the community as a curriculum resource, conducting assessments of experiential learning practices, building partnerships between the private sector and schools, assisting in the formation of state and local policies that encourage workforce development, and promoting interagency networks. Training and technical assistance is provided to Northwest schools, communities, and tribes, including those in rural areas. 101 SW Main, Suite 500, Portland, OR 97204 ★ 503-275-9500 ★ info@nwrel.org ★ http://www.nwrel.org.

ORBIS Associates is an American Indian controlled and managed non-profit corporation, dedicated to providing professional training and consultation in the fields of education and research, program administration, and evaluation. Drawing from a variety of staff experiences with tribes, the federal government, universities, and local community organizations, ORBIS has for 13 years provided services and assistance to schools; Indian tribes and organizations; federal, state, and local governments; and businesses. 1411 K Street NW, Suite 700, Washington, DC 20005 ★ 202-628-4444.

Journals

The NACIE Newsletter is a quarterly publication providing information to those with an interest in the education of Indians and Alaska Natives. It is designed for educational agencies, institutions, and organizations that assist in improving the education of Indian children. Available from National Advisory Council on Indian Education, 600 Independence Avenue SW, The Portals, Suite 6211, Washington, DC 20202-7556 ★ 202-205-8353.

Tribal College: the Journal of American Indian Higher Education is published quarterly by the American Indian Higher Education Consortium, an organization of thirty tribally controlled colleges. Located primarily on Indian reservations, the colleges--and thus their journal--address subjects of direct relevance to the

workplace, including telecommunications, farm and ranch management, managing investments, disabilities, health sciences, and economic development. Available from Tribal College, P.O. Box 720, Mancos, CO 81328 ★ 970-533-9170.

Publications

Cahape, Patricia and Craig B. Howley, eds. *Indian Nations at Risk: Listening to the People*. Charleston, WV: Appalachia Educational Laboratory, Inc., 1992. Available from ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 ★ 800-624-9120; 304-347-0400.

Cahape, Patricia, ed. *The Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories*. Charleston, WV: Appalachia Educational Laboratory, Inc., 1993. Available from ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 ★ 800-624-9120; 304-347-0400.

White, Robert H. *Tribal Assets: The Rebirth of Native America*. New York, NY: Henry Holt and Company, Inc., 1990. Available from Henry Holt and Company, Inc., 115 West 18th Street, New York, NY 10011.

For additional information, please contact:
The National School-To-Work Learning and Information Center
400 Virginia Avenue, Room 210
Washington, DC 20024
Phone: 1-800-251-7236
Fax: 202-401-6211
E-mail: stw-lc@ed.gov
Internet: http://www.stw.ed.gov